

Prairie View A&M University

Digital Commons @PVAMU

Newsletter Collections

Academic Affairs Collections

4-1939

Newsletter - April 1939

Prairie View State Normal and Industrial College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/newsletter>

Recommended Citation

Prairie View State Normal and Industrial College. (1939). Newsletter - April 1939., *Vol. VIII No. 8* Retrieved from <https://digitalcommons.pvamu.edu/newsletter/102>

This News Article is brought to you for free and open access by the Academic Affairs Collections at Digital Commons @PVAMU. It has been accepted for inclusion in Newsletter Collections by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

A CALENDAR -

- 1 Health Week - April 8-9 - Dr & K Smith
- 2 Southwestern Inter-Collegiate Balaya and Tennis - April 6-8
- 3 Interscholastic League Meet - AA Schools - April 9
- 4 Faculty Chorus - SEVEN LAST MOMENTS OF JEREMY - April 9 - Mr C A Fuller
- 5 League Meet - Classes C & D Schools - April 14
- 6 League Meet - Classes A & B Schools - April 15

HEALTH WEEK -

Friday of Health Week is designated as CLEAN-UP-DAY. It is the hope that every one will join in the spirit of this day and see that all grounds are kept clean.

<p>VOLUME VIII</p>	<p>NUMBER 8</p>
<p>NEWS LETTER</p>	

C CHICKENS -

We wish to encourage the raising of chickens on the campus but not at the expense of the gardens and lawns. Let us see that our chickens do not encroach upon the preserves of others.

D HOMES -

We wish, at all times, see the surroundings of those who are fortunate in having homes well kept - flowers, shrubbery and lawns well trimmed. Let us keep an eye - NEWS LETTER -

E AMONG OTHER THINGS -

- 1 Mrs Franklin D Roosevelt - The First Lady - visited Prairie View last week; This was an April - 1939 occasion.
- 2 The Graduate Students and others gave a program in commemoration of the life of the late James Weldon Johnson. This was one of the outstanding and most impressive exercises held here this year. The program was given on March 18 - just one year from the day the distinguished American wrote at the Spring Exercises of the Audubon-Gymnasium.
- 3 The New Dining Hall
- 4 A Modern Killing Station will be erected on the grounds in the near future.
- 5 The Board of Regents granted the request for a New Boys' Dormitory to be erected on the west side of the campus.

PRAIRIE VIEW STATE COLLEGE
Prairie View, Texas

F COMMUNITY CHEST -

Your attention is directed to the point that the Community Chest is very much in need of your payments. It appears from records that one-third of our group has not paid. Most of this is due, however, to the illness of our Treasurer Mr. Stephens. Kindly arrange to close out your payment by April 9.

G AND FINALLY -

"Let the door be shut upon him that he may play the fool nowhere but in his own house."

W. Banks
Printed

A CALENDAR -

- 1 Health Week - April 2-8 - Dr A K Smith
- 2 Southwestern Inter-Collegiate Relays and Tennis - April 6-8
- 3 Interscholastic League Meet - AA Schools - April 8
- 4 Faculty Chorus - SEVEN LAST WORDS OF CHRIST - April 9 - Mr O A Fuller
- 5 League Meet - Classes C & D Schools - April 14
- 6 League Meet - Classes A & B Schools - April 15

B HEALTH WEEK -

Friday of Health Week is designated as CLEAN-UP-DAY. It is the hope that every one will join in the spirit of this day and see that all premises are thoroughly cleaned and out buildings whitewashed.

C CHICKENS, ETC -

We wish to encourage the raising of chickens on the campus but not at the expense of the gardens and flowers of neighbors. Let us see that our chickens do not encroach upon the premises of others.

D HOMES -

We want, at all times, see the surroundings of those who are fortunate in having homes well kept - flowers, shrubbery and lawns well trimmed. Let us keep an eye on our lawns.

E AMONG OTHER THINGS -

- 1 Mrs Franklin D Roosevelt - The First Lady - visited Prairie View last week. This was an epoch making occasion.
- 2 The Graduate Students and others gave a program in commemoration of the life of the late James Weldon Johnson. This was one of the outstanding and most impressive exercises held here this year. The program was given on March 12 - just one year from the day the distinguished American spoke at the Opening Exercises of the Auditorium-Gymnasium.
- 3 The New Dining Hall will be ready by May 15.
- 4 A Modern Filling Station will be erected on the grounds in the near future.
- 5 The Board of Regents granted the request for a New Boys' Dormitory to be erected the next school year.

F COMMUNITY CHEST -

Your attention is directed to the point that the Community Chest is very much in need of your payments. It appears from records that one-third of our group has not paid. Most of this is due, however, to the illness of our Treasurer Mr Buchanan. Kindly arrange to close out your payment by April 5

G AND FINALLY -

"Let the door be shut upon him that he may play the fool nowhere but in his own house."

- Hamlet - iii - I

Yours Truly,

W R Banks

W R Banks
Principal

P S Meeting at usual time and place.

WRB

- AS OUR POPULATION CHANGES -

EDITORIAL FROM - THE RICHMOND TIMES-DISPATCH
February 26, 1939

"A SPREADING DEADLINE"

It is well known to all students of the Negro employment problem, that the colored man looking for work has been facing a spreading deadline in the South, and elsewhere. The racial deadline at the job happens to be chiefly important in Southern cities which, like Richmond, have a fairly large Negro population. Nowadays it is difficult for a Negro barber to find work, no matter how skillful he may be, because the trade which formerly belonged almost exclusively to him, is now largely dominated by white men. Negro men and women employed as waiters and waitresses, are finding that increasing pressure is being brought to bear on their employers to replace them with white workers.

As the pressure on jobs increases, there is a corresponding greater discrimination against Negroes. In both Northern and Southern cities, the percentage of unemployment was far greater among Negroes than among whites during the depression, which for the colored worker often had a bitter sting, since he found that when employment opportunities opened up again, his old job was open only to a white man.

Even when the Negro is employed, he often faces deadlines around his job. He can move only so far in any given direction, in many cases. Two-thirds of the Negroes who were gainfully employed in the manufacturing and mechanical industries of Richmond when the census of 1930 was taken, were listed as laborers. In one striking instance, a Richmond Negro had become so proficient that his employers took him abroad to assist them in buying merchandise that involved the investment of large sums of money. This worker was still classified as a laborer, although his pay was greater than that of the average wage-earner in his industry. But the Negro can face these deadlines when he is at work, with much more equanimity than when he is unemployed and wondering where his own and his family's next meal is coming from.

The employment differential between the races is to some extent reflected by the relief figures. Only approximately one-third of the population of Richmond is colored, yet 54 1-2 per cent of the persons on city relief in January were Negroes. The unemployed Negro who faces toward the relief line now, with the present councilmanic investigation of relievers under way looks in a difficult direction.

In this situation we ask the employer to remember the Negro's restricted opportunities, when the pressure comes to dismiss the colored worker, on racial grounds. We urge Negroes to work more efficiently, in order that they may find more job security. When the Richmond Urban League found recently that a large number of Negro women might lose their jobs, it began to conduct a series of studies with these workers, in order to determine how their efficiency could be increased. This is the sort of undertaking that assists the community in keeping employment security at the highest level.

By William F Ogburn

"The rate of increase of population in the United States is slowing up and the primary cause is decrease in the birth rate. Though the death rate has been falling too, the decline in the death rate does not match the drop in the birth rate. Indeed, the death rate has now reached its lowest point, and it will rise for perhaps the next half century. The increasing death rate will then have the effect of further slowing up the growth of the population.

"The birth rate is lowest in the cities among families with incomes above the average. But for prediction purposes we need to know what the future trend in the birth rate will be for four large groups whose birth rates have not yet fallen so much; farmers, unskilled laborers, Roman Catholics, and foreign born immigrants. A spread of the practice of birth control in these groups seems probable, with a consequent drop in the birth rate.

"Immigration as well as births may add to the population of a country, but immigration to the United States has ceased, at least for the present, and there will be little enthusiasm for a policy permitting its resumption as long as unemployment continues. The falling birth rate is thus seen as the major force in changing our population.

"A decreasing birth rate, of course, immediately affects the size of a population. The United States has been growing by about 15 million a decade for the last 30 years. But from 1930 to 1940 the increase will be reduced by about one half. From 1940 to 1950 it is calculated, only about 5 million will be added. It is quite probable that after 1960 there will be an actual loss of population unless the birth rate increases or unless immigration is again permitted.

"A stationary or decreasing population has never been known in our history. However, once the population has become stationary, whatever may happen to incomes in the process, the effect of having a small population is desirable.

"There is another major consequence of a declining birth rate. It changes the age composition of a population at the same time that it slows up the rate of growth. The first effect is to reduce the number of babies in a family. A survey in Chicago in 1930 revealed that in one out of every two homes no children were living at the time. Fewer children will mean more time for wives to take advantage of opportunities for adult education.

"A smaller proportion of children in society, ipso facto, means a larger proportion of adults. For example, in 1930 the percentage of young persons from 5 to 20 years of age was 29. In 1960 according to an estimate based upon the expectation of low fertility and no immigration, this percentage will be reduced to 20. By contrast, the percentage of adults over 20 years of age and under 65 was 56 in 1930, and the estimated figure for 1960 is 64. Thus, in 1930, the number of adults was less than twice the number of young persons, whereas in 1960 there will be more than three times as many persons between the ages of 20 and 65 years as between the ages of 5 and 20 years. In other words, the ratio of these older persons to the younger will be increased by 50 per cent.

"By 1960 the actual number of people over 45 years of age will be nearly double what it was in 1930, while the number of those over 65 years of age will be more than twice as great. Though it means likely that these older persons will be generally conservative, they may be just as reckless as youth in one regard: this is, in voting money for themselves. Townsend, of old age pension fame, came 25 years too soon. For in 1960 one half the voters will be over 45 years of age, and industry may be laying men off at earlier ages than it does now.

"The financial aspect of the influence of these population changes on education is of vital importance. The expenditure for education is one of the largest items in a government's budget. Fewer children to educate means a decrease in the cost of their education. In 1960 there will be 3 million fewer children from 5 to 19 years of age to be educated than there were in 1930. It is estimated that in 1935 there was a larger number of graduates from the elementary school than will ever occur again.

"Assuming that there will be no greater competition from other sources for the family income, the reduction in the volume of elementary education will be accompanied by an increased ability to pay the costs of education. Population trends alone, bringing a higher percentage of adults of working age, will make it easier to support education. If the slowing up of population growth occurred equally at every year of age, this would not be the case. But the slowing up is only in the early years of life, and before very long the large numbers of children already born and living will be filling the ranks of the population who works and make an income.

"It is interesting to note that for the whole United States the education burden, measured in number of children per one hundred adults of 20 to 65 years of age, will decrease about 50% from 1930 to 1960. However, though a bigger slice of the taxpayer's dollar could be used in 1960 for education, it is likely that old age pensions will be an active competitor. The trends in population indicate that, with the pace now set on the assembly levies the number of those too old for work in factories will be greatly increased. In 1930 there will be six and a half million people in this country over 65 years of age. By 1960 there will be fifteen million. At the present time only about one third of these "senior citizens," as they are called by the advocates of a payment of \$30 every Thursday, are economically independent. The doubling of the number of our "senior citizens" will necessitate major adjustments, which will undoubtedly affect the amount of money that will then be available for educational purposes.

"Looking back over the whole picture of impending population changes, it is clear that adult education will undoubtedly be significantly affected by them. The greater percentage of high school graduates in the population and the increased number of conservative older persons suggest that there should be changes in the quality and type of courses offered. Wives who will have more time free for education may also desire a different type of instruction. Since there will be fewer children to educate and many more older persons, it would seem that the obligation to provide adult education will be increased. But this greater responsibility will be accompanied by an increased ability to pay the costs of education, because a larger working population, with possibly higher per capita incomes, will have fewer children as dependents to support and to educate."

RURAL YOUTH AS A NATIONAL ASSET

By

J W Studebaker

Commissioner of Education

The virility of democracy comes largely from individual freedom of expression, from the drive of individual initiative. But from time to time in the evolution of democratic government it becomes obviously necessary in the interests of the general welfare, indeed in the interests of democracy itself, that the unorganized, uncoordinated, more or less self-dissipating and self-neutralizing powers and effects of what has become a sprawling, chaotic individualism should be brought into a form which makes possible what we commonly call good organization and administration; that is, an orderly handling of a large number of inter-related social forces which for the benefit of all concerned must be carried forward according to accepted rules of the game. What is needed in our country to insure the preservation and improvement of democracy is not an absence of rules for the game of managing our common lives but rather a much more pervasive, thorough understanding of the problems we face, so that the constantly changing rules of the game will be improved and will be more truly the expression of the rank and file of the people -- rules democratically agreed upon.

New and more modern rules of the game for operating public education, especially in the rural areas of many sections of our Nation, are long overdue. The extreme individualism which originally, for good reasons, geared our school systems to the era of cow paths and mud roads must now be replaced by a larger conception of the role of education in a democracy and of the practical ways through which our basic social machinery for public enlightenment -- the public school system -- may be enabled to speed up and make more efficient its processes for securing and maintaining the degree of enlightenment which is essential to our democratic way of life.

If our rural youth are to be increasingly more valuable as national assets they must be given educational advantages equal to the educational opportunities available to the youth in urban centers. We should democratize education in the Nation if we expect education to produce the essential safeguards of democracy.

It is clear, therefore, that the potential assets of rural life and rural youth will not be properly developed unless the complete organization of public education in rural areas, and available to people from rural areas, is put in gear with the known standards of modern educational administration which have been made possible by improvements in many other aspects of our lives; such as road building and transportation facilities.

Within such a framework of education all of the most effective asset-developing influences of modern education can be put to work. The most important of these influences is good teaching in every classroom and in every group of young people anywhere outside the classroom, every hour of every day of every year. Good teaching is the most important objective toward which we should work. But there are many other types of vital educational services for children and youth and adults not ordinarily considered to be "classroom work" which must also be provided. These are services which are commonly available in many urban communities. Included among them are physical examinations and the proper follow-up work, opportunities to use a library, participation in games and sports, club activities which are sometimes put in the so-called extra-curricular category, dramatics, music organizations, community projects of civic value, radio activities, forums, student government organizations, excursions, and last among only these few which I have mentioned, but not by any means least in importance, is provision for causing each youth to feel his responsibility for seeking the fullest possible understanding of the most appropriate vocational opportunities for himself, coupled with facilities which are adequate in assisting him in making his choice and

often in helping him to secure employment.

Now the quality of "good teaching" which I have in mind and which is generally available to youth in urban communities, and most of the other types of service mentioned above or implied are not at the present time available to a large majority of our rural children and youth. And these opportunities will not be available in rural areas generally nor even in many of the small cities and towns except in the degree in which certain standards of fiscal support and organization, with their appropriate adaptations, are made universal throughout the Nation. The standards to which I refer and which I shall shortly state for your consideration and discussion would aim at benefits to the entire country by providing necessary educational advantages directly to large numbers of our children and youth, particularly those in rural communities.

7 Negroes Talk too much; they tell everything they know; they are very slow and indefinite about doing what they say; they are not dependable.

8 The Negro is a Grouch - whines, complains, finds fault, always something is wrong.

9 The Negro never Works and Battles for the future; he is improvident, shiftless and lacks sustained effort.

10 Negroes are Ignorant - they finally "bite the hand that feeds them."

11 He has no regards for Time; he is the Maker of Excuses; he lies, he steals.

12 Negroes lack racial Loyalty and Cooperation.

13 Negroes are not willing to pay the price of Excellence; they talk and wait for others to do; they are prone to follow "the line of least resistance."

14 Negroes, as a whole, are not Enterprising and Frugal - wasteful, destructive, selfish, careless, not thorough, too much inclined "to keep up with the Joneses."

PRAIRIE VIEW STATE COLLEGE
Prairie View, Texas

WHAT OTHERS SAY ABOUT US

- 1 All Negro business is "sloppy."
 - 2 Negroes are not Self-starters; you must always "crank them up."
 - 3 To get Negroes to keep up Standards, you must keep "on their heels" with a "sharp stick."
 - 4 Negroes have a "child" mind - think like children, act like children - therefore, you can call them "boys" and "girls" regardless to age.
 - 5 The Negro lacks a keen sense of responsibility and appreciation.
 - 6 Education unfits Negroes for Citizenship -
- Note: There were 6,000 men and women in the Texas penitentiary January 1, 1938. Of this number 2600 were Negroes or 40% the total. Since the Negro represents 16% of the state's population he should have 960 in prison.
- 7 Negroes Talk too much; they tell everything they know; they are very slow and indefinite about doing what they say; they are not dependable.
 - 8 The Negro is a Grouch - whines, complains, finds fault, always something is wrong.
 - 9 The Negro never Works and Builds for the future; he is improvident, shiftless and lacks sustained effort.
 - 10 Negroes are Ingrates - they finally "bite the hand that feeds them."
 - 11 He has no regards for Time; he is the Maker of Excuses; he lies, he steals.
 - 12 Negroes lack racial Loyalty and Cooperation.
 - 13 Negroes are not willing to pay the price of Excellence; they talk and wait for others to do; they are prone to follow "the lines of least resistance."
 - 14 Negroes, as a whole, are not Enterprising and Frugal - wasteful, destructive, selfish, careless, not thorough, too much inclined "to keep up with the Joneses."